Indiana Professional Standards Board

Beginning Teacher Assessment Program (BTAP)

A Guide for Beginning Teachers

2003-2004 School Year

TABLE OF CONTENTS

The beginning teacher portfolio handbooks have been modified from the 2000-2002 <u>Handbooks for the Development of Teaching Portfolios</u> being used with permission of the Bureau of Evaluation and Educator Standards, Connecticut State Department of Education, through a partnership with the Indiana Professional Standards Board (IPSB).

PREFACE

The Indiana Professional Standards Board (IPSB), established by the legislature in 1992, governs the preparation and licensing of education professionals. *The mission of the Indiana Professional Standards Board is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining, and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* In 1999, the IPSB adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards for teachers describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the teacher's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the teachers' practices that exemplifies those standards was initiated. A portfolio prototype was designed by INTASC to assess teachers' performances in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what teachers know and can do within the context of their own classrooms and fields of study.

After receiving an Initial Practitioner License, beginning teachers will submit a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

The standards and assessments for preparing and licensing teachers are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the IPSB believes that Indiana will have teachers who are effective in helping **all** students learn.

INDIANA DEFINES EFFECTIVE TEACHING PRACTICES

In 1994, the Indiana Professional Standards Board (IPSB) adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers.

It is the responsibility of the profession and of policy makers to insure that the opportunity to develop effective teaching practices is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
Model Standards for Beginning Teachers Licensing and Development

Principle # 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle # 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle # 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the education profession.

INTASC Core Model Standards: These standards are model standards developed by INTASC for beginning teacher licensing and development.

THE LINKAGE BETWEEN EFFECTIVE TEACHING AND IMPROVED STUDENT LEARNING

Student learning is directly related to teacher knowledge and abilities and that teachers, like students, should be continual learners. As a result, beginning teachers will receive guidance and support by trained mentors, as well as professional development activities provided by their schools. Such guidance and support within a rich, collaborative environment should provide practical strategies to enhance the capabilities of beginning teachers to increase student learning.

In addition to an in-depth understanding of the content-specific *Indiana Standards for Teachers*, beginning teachers need to be knowledgeable about policies and documents, which define expectations for student performance.

- The *Indiana Academic Standards* establish student content and performance standards across all contents by grade level.

- The *Indiana Statewide Testing for Educational Progress* test **(ISTEP)** provides indices of actual student performance.

CHAPTER 1: REQUIREMENTS OF THE BTAP

This chapter assists beginning teachers in understanding BTAP requirements (including the specific requirements for teachers based on their teaching assignment and content area for licensure), timelines for completing the BTAP, the process for being registered in the BTAP, who to contact for assistance, and roles and responsibilities of beginning teachers.

Section A: Who Must Participate in the BTAP?

The following classifications of beginning teachers **must** participate in BTAP:

- those who are employed as teachers in an Indiana public school[1] or an accredited non-public school
- those who hold an Indiana Initial Practitioner License, acquired after July 1, 2003
- those who hold a reciprocal license acquired after date to be determined (Reciprocal licenses are obtained because of training in another state.)
- those who do not have two years of experience as licensed teachers in out-of-state accredited schools
- those who are employed as teachers for at least 3 clock hours per day *in a content area listed on the Initial Practitioner License*

Note: Holding a valid license is a condition for both employment as a teacher and participation in the BTAP.

Special Classifications

Media Specialists do hold standard teaching licenses and, therefore, do participate in the program. Those who hold **School Services Licenses** such as speech clinicians or guidance counselors participate in the program only if they hold an Initial Practitioner License.

Under the current rules, an individual needs to participate in the program only once. If a person changes subjects, there is not a second program requirement. Those who hold only a **Limited Teaching License, Emergency Permit, or an Emergency Permit for a content area not on the license** do not meet the qualifications for the program. Individuals who hold an Initial Practitioner License and believe that their teaching assignment under an Emergency Permit would enable the completion of the assessment should contact IPSB at BTAP@psb.state.in.us for guidance. In addition, teaching experience under a Limited License or Emergency Permit cannot be used to exempt a teacher from the program requirements.   Those classroom teachers with only **Occupational Specialist Licenses** (vocational education) are not enrolled in the program.

Individuals who complete their preparation through a **Transition to Teaching** program must also enroll in and complete the Beginning Teacher Assessment Program.

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[1] Public schools include charter schools, magnet schools, and schools operated by the Department of Corrections, Division of Special Education, and Department of Children and Family Services.

BTAP Requirements for Teachers of All Content and Developmental Areas

Year One	Year Two	Year Three (if needed)
School-based support • Support by certified mentor/ mentor team * • Assessment plans (e.g., content-specific seminars, orientation sessions, support by building /district level administrators, etc.)	**School-based support: (optional at discretion of district)** • Support by certified mentor/ mentor team • Assessment plans (e.g., continued content-specific seminars) **Assessment:** Submission of a teaching portfolio by May 1	**School-based support: (optional at discretion of district)** • Support by certified mentor/ mentor team • Assessment plans **Assessment:** Resubmission of a teaching portfolio by February 1

BTAP Requirements for 2003-2004

Internship Program: individuals who hold an Indiana Standard or Reciprocal License with Internship Required are enrolled in the first year of BTAP only.

Assessment Program: individuals who hold an Initial Practitioner's License will be enrolled in the first year of BTAP and will complete an assessment to qualify for the five year renewable Proficient Practitioner's License. Beginning teachers must meet the acceptable performance standard on the BTAP portfolio in their second year of teaching in order to successfully meet the BTAP requirements

*See page 12 for information concerning certified mentors.

Section C: Annual Registration in the BTAP

It is the responsibility of the school district to register beginning teachers in the BTAP each year within **10 days (or October 1, whichever is later)** of hire or assignment to a school district. Registration occurs on an annual basis, until beginning teachers have met all BTAP requirements.

Only beginning teachers who hold an Initial Practitioner License receive a **registration confirmation letter** from the Indiana Professional Standards Board, confirming that they have been registered or re-registered in the program by their district. This letter contains the critical information listed below, based upon the data provided by the school district.

> Name
> Social Security Number
> District
> School
> Date of registration in BTAP
> Primary license area(s)
> Primary teaching assignment(s)
> Mentor or support team leader

This information must be accurate and updated as appropriate, since it affects the year of BTAP participation to which beginning teachers are assigned, the address to which materials and information will be sent, and communications to the school district about the status of beginning teachers in the BTAP.

Registration confirmation letters will be sent to you at your school address and should be received 4-6 weeks following your entry.

For immediate confirmation of the IPSB's receipt of your registration you may include a self-addressed postcard for your notification.

What if my information on the registration confirmation letter is incorrect?

If the information on the registration confirmation letter is incorrect, you must complete the "BTAP Data Change Form" (enclosed with your registration confirmation letter) and submit it to IPSB.

What if my teaching assignment, school assignment, or employing district changes?

Should changes in teaching assignment, school assignment, or employing district occur at a later date, please remember to inform your District Facilitator who is responsible for notifying the Indiana Professional Standards Board.

Section D: BTAP Contacts and Resources

Indiana Professional Standards Board:

Division of Assessment

- You may contact the BTAP staff at

  Beginning Teacher Assessment Program
  Indiana Professional Standards Board
  101 West Ohio Street, Suite 300
  Indianapolis, IN 46204-1953
  317-232-9010 or 1-866-542-3672
  Fax: 317-232-9023
  E-mail: **BTAP@psb.state.in.us**

  with questions regarding your program participation status and requirements of the program. You also need to report changes in your employment/school address.

- You may visit the IPSB website at

  www.in.gov/psb.

  for additional information regarding the program.

Division of Licensing

You may contact the Division of Licensing at

317-232-9010 or 1-866-542-3672

helpdesk@psb.state.in.us

FAX: 317-232-9023

for questions about your licensing status and application process.

Section E: The Roles and Responsibilities of the Education Community in the BTAP

The successful entry of new teachers into the profession as well as meeting regulations for teacher licensure require a sharing of responsibility between the local school, school district, state, and beginning teachers.

- **State-based support:** provision of portfolio handbooks per content, support seminar models, resource guides, a list of human resources, and certified mentors

- **Regular contacts with a certified mentor /mentor team members:** identify this feature in the local school assessment plan (See page 12 for information about certified mentors.)

- **Availability of released time:** identify this feature in the local school assessment plan

- **School-based support:** assignment of a mentor/mentor team within 10 days of commencing teaching; provision of instructional support specific to one's content area; development of an assessment plan

- **Knowledge of district policy regarding use of BTAP professional development funds**

Where do I go for help?

Your first point of contact for problems or issues with the BTAP is your principal or District Facilitator. He/she is responsible for ensuring that your mentor/mentor team provides you with appropriate instructional support, and facilitating opportunities for mentors and mentor team members to meet on a regular basis.

Beginning teachers have the following specific responsibilities:

- to maintain a **valid Indiana teaching license**
  Both your employment and BTAP participation are dependent upon you holding a valid teaching license. Don't let your license lapse!
- to know your **program status** and what you must do to successfully complete the BTAP within the appropriate time frame, as well as the consequences of nonparticipation
- to verify, on an **annual basis**, that the information shown on your BTAP registration confirmation letter is correct
- (once registered in BTAP) **to inform the Indiana Professional Standards Board, in writing, of any changes** in teaching assignment, school assignment, name, or employing school district
- to utilize the **resources available in your district** such as your mentor/mentor team, principal, department chair or supervisor, portfolio scorers, and other beginning teachers who have recently completed the BTAP
- to utilize **resources as may be provided by the Indiana Professional Standards Board** such as portfolio overview sessions, guides, instructional portfolio handbooks, teaching standards, and website information

CHAPTER 2: SUPPORT FOR BEGINNING TEACHERS

This chapter describes the support component of the BTAP by outlining its goals and the kinds of school and state-based resources available to beginning teachers.

Section A: The Goal of the BTAP Support

The primary outcome objective of the BTAP is to ensure that a highly qualified and competent teacher teaches every Indiana student.

The BTAP is specifically designed:

- to ensure that beginning teachers have opportunities to strengthen their knowledge of subject matter and instructional strategies as well as enhance their understanding of students as learners
- to prepare beginning teachers to successfully develop and demonstrate the foundational skills and competencies as well as content-specific teaching standards as defined by the Indiana Professional Standards Board
- to assist beginning teachers in understanding the school and district's curricular goals and standards, as well as state standards for student achievement, as defined by *the Indiana Academic Standards*
- to provide the foundation for a process of lifelong learning and professional growth

Ultimately, the goal of the BTAP support is to help beginning teachers improve the effectiveness of their instruction, thereby leading to improved student learning.

The Integration of the BTAP with Local School Assessment Plans

These primary activities may be **supplemented** by activities at the local level. The school-district process may involve many different individuals, such as the principals, department chairs, middle school team leaders, the district's staff development director or professional development coordinator, or other staff members.

Section B: School-Based Support for Beginning Teachers

In order to align support for beginning teachers with the new teaching standards, consideration needs to be given to mutliple levels of enhanced learning in the overall professional development plans. Three general kinds of support for beginning teachers are the following: building-level, content-specific, and portfolio assessment support.

The process of preparing an assessment portfolio creates opportunities for beginning teachers to engage the **Indiana Standards for Teachers** and the **Indiana Academic Standards** in practice. These standards reflect the research-based, best practices in each content area or developmental level.

The following professional development activities are beneficial for *all* teachers, but especially for beginning teachers and the mentors who support them as they prepare their assessment portfolios. These

activities will provide practice in the skills that beginning teachers need to demonstrate in the portfolio assessment.

- Describe the context for teaching (e.g., the school culture, the curricular goals and expectations, the degree of flexibility and personal choice within the curriculum, the resources available).
- Describe the learners (e.g., features of the class as a whole, features of two students, the ways in which instruction is adjusted to meet the diverse needs of learners).
- Describe a cohesive unit of instruction (e.g., the *Indiana Academic Standards* for students, *Indiana Standards for Teachers,* the activities and assessments, the learning expectations for these students, connections to prior and future units).
- Examine units for alignment of student standards with unit goals and activities, alignment of instructional practices with multiple assessment methods, alignment of learning expectations with knowledge of learners, and use of research-based teaching practices.
- Practice videotaping lessons and discussing them with colleagues.
- Reflect on instruction and assessment.
- Examine samples of student work and reflect on current progress of individual learners and future goals for these learners.
- Explain choices of teaching materials and activities that focus on student achievement and use of standards-based practices to improve learning.
- Write reflections on lessons that comment on the teacher's role and the degree of student engagement in learning.
- Practice various data collection methods (e.g., profiling learners, collecting samples of work, videotaping students interacting and engaging in learning, using surveys and other data to assess student perceptions).

When beginning teachers are involved in a collaborative culture where ongoing reflection and inquiry are part of their daily experiences, the risk of isolation is minimized and adequate support is more likely to develop. Professional development experiences that provide multiple opportunities with colleagues to reflect on practice and engage in inquiry that ultimately impacts student learning are advisable.

Who Is Eligible to Serve as a Certified Mentor /Mentor Team Member?

A **certified mentor** is an accomplished teacher who has been selected by the local school district and has **completed state-approved mentor training**. This individual is assigned to support a beginning teacher during their first year of participation in the BTAP. The individual mentor is trained to provide instructional support to the beginning teacher as well as identify additional resources needed to ensure the beginning teacher develops competency in his/her teaching. After successfully completing state-approved mentor training, the participant is qualified to serve as a mentor. The first priority for the assignment of mentor teachers must be given to individuals who complete a mentor training program if available. A list of certified mentors is provided by the IPSB.

Note: A beginning teacher may not be placed with a department supervisor or administrator who participates in his/her evaluation.

Some districts may find that a mentor team best suits their needs to support one or more beginning teachers. School districts may consider the team mentoring option for their beginning teachers as a means to enhance support and professional development.

Mentor team members can come from the following categories:

- principal or other administrators
- state-approved trained mentors, or individuals currently enrolled in an IPSB approved mentor training program, and portfolio scorers
- one or more members who may not have gone through BTAP mentor training, but who can offer special expertise such as portfolio scorers, subject area specialists or key resource teachers (team members need not be in the same building as the beginning teacher)
- a recent BTAP graduate
- one or more beginning teacher(s)

The **mentor team leader** is the teacher of record who is responsible for reporting placement information, and planning mentor team activities and receives the mentor stipend, if funds are available.

What Are the Responsibilities of a Certified Mentor/Mentor Team Member?

- to provide support to a beginning teacher for at least one year and, preferably, two years, around effective teaching competencies including planning, classroom management, instruction and assessment of student learning
- to enlist the support of other educators (content-area instruction, portfolio scorers, specialists, and the principal) for the beginning teacher
- to clarify for the beginning teacher his/her role and responsibility in the BTAP and implications for licensing
- to encourage the beginning teacher to attend available content-specific support seminars as appropriate
- to observe the beginning teacher in his/her classroom, and arrange for the beginning teacher to observe other classrooms including that of the mentor or mentor team members
- to assist the beginning teacher in videotaping and reviewing videotaped lessons
- to document the types and frequency of support provided to the beginning teacher

What Are the Goals of a Certified Mentor/Mentor Team Member in Assisting a Beginning Teacher?

- to develop skills in problem solving, analysis and reflection on her/his teaching behaviors
- to explore a variety of teaching strategies that address diversity in students and their learning styles
- to develop effective teaching practices that facilitate student learning
- to identify the effective teaching strategies that conform to the foundational skills and competencies as well as content-specific standards of IPSB
- to collect data about students' learning and reflect on the effectiveness of teaching and on how well students are learning

What Assistance with Unit/Lesson Planning Can a Certified Mentor/Mentor Team Member Provide to a Beginning Teacher?

Certified mentors/mentor team members are trained to guide beginning teachers in developing instructional objectives that are clearly stated and appropriate. Writing clear objectives that are observable within the context of the lesson is critical.

Certified mentors/mentor team members can also help focus planning of a unit of instruction around the critical questions.

- How does the beginning teacher use his/her understanding of students to establish learning goals and objectives?
- Are planned tasks related to instructional goals and objectives?
- What materials will be needed for the lesson or unit?
- How does the teacher make accommodations to meet students' needs and interests?
- What assessment strategies does the teacher plan to use and are they appropriate to the goals and objectives?
- What did the teacher learn about the students' knowledge and skills from the work they produced?
- What did the teacher learn about his/her teaching and what accommodations would he/she make the next time this unit is taught?

What Feedback on Instruction Can a Certified Mentor/Mentor Team Member Provide to a Beginning Teacher?

Certified mentors/mentor team members may either observe a beginning teacher or view a videotape of teaching to provide feedback about critical questions.

- How well were the lesson elements tied together so that students could see a connection between lesson elements, as well as past and future learning?
- How well were lessons developed to move students towards achieving objectives?
- What were the teacher and the student roles in classroom discourse?
- How effectively did the teacher monitor understanding and make adjustments as appropriate?

What Help in the Evaluation of Student Work Can a Certified Mentor/Mentor Team Member Provide to a Beginning Teacher?

Certified mentors/mentor team members can help beginning teachers select appropriate samples of student work that illustrate learning over time and direct attention to critical questions.

- How does the teacher evaluate student work and communicate criteria for success/and or results to students?
- How effective were the assessment strategies the teacher used to gather information about students and their learning?
- How did the teacher use student assessment results to modify instruction?

Section C. State-Based Resources for Beginning Teachers

A two-year series of content-specific support seminars have been piloted and tested to assist beginning teachers in their understanding of teaching and student standards to enhance student learning. Models for these seminars linked to specific examples of activities are available on the IPSB website(www.in.gov/psb). These models are provided to assist schools in developing programs of support for beginning teachers.
- Guidelines for Support to Beginning Teachers
- Standards for Mentors of Beginning Teachers
- Guidelines for Mentor Training Programs
- Proposal Submission Process for Mentor Training Programs

- Support Seminar Models

CHAPTER 3: THE BTAP PORTFOLIO ASSESSMENT

Beginning teachers in all content and developmental areas who hold an Initial Practitioner License must successfully complete the portfolio assessment as a participation requirement in the BTAP. This chapter describes the BTAP portfolio assessment process, the successful completion of which is required for beginning teachers who are participating in the **Portfolio Assessment Program**.

Section A: Special Notice Regarding the Participation of Elementary/Middle Grades Certified Teachers

- If you teach multiple subjects in a self-contained classroom, you should complete an elementary portfolio.
- If you are assigned to teach one subject area such as language arts or mathematics in grades 4 or below, you should submit an elementary portfolio with 10 days instead of 5 days of teaching activity.
- If you teach primarily one subject area (such as English/language arts, history/social studies, mathematics or science) in grades 5 or above, you should submit a portfolio in that subject area.
- If you are a middle grades teacher assigned to teach more than one subject area, select the BTAP participation area that corresponds to your primary teaching assignment (representing your greater course load).
- If your teaching assignment is split evenly between subject areas, you may select the subject area in which to participate. In this case, please verify that your primary teaching assignment (the subject area in which you wish to participate) is reflected correctly on your BTAP Registration letter.

If you have any questions regarding the subject area in which you should participate, please contact the IPSB at BTAP@psb.state.in.us.

Section B: The BTAP Portfolio Assessment

The BTAP teacher portfolio assessments have been designed to assess the foundational skills and competencies as well as content-specific teaching standards identified in Indiana's Standards for Teachers. Beginning teachers submit a teaching portfolio documenting a unit of instruction **during their second year of participation in the BTAP**. Teachers are asked to organize the unit of instruction around an essential concept within their content area, engage students in an exploration of that essential concept in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching. Any

topic aligned with the *Indiana Academic Standards* can be turned into a portfolio unit.

All portfolios, regardless of the content area, require the following documentation:

- daily lesson logs over a unit of instruction
  - videotapes of a lesson during the unit of instruction
  - examples of student work
  - teacher commentaries on planning, instruction, and assessment of student learning over time

Portfolio handbooks in each content area provide information about the specific requirements of the portfolio. The handbooks may be downloaded from the IPSB website, www.in.gov/psb.

A **"Sample Portfolio Framework,"** which illustrates the common elements of BTAP teaching portfolios across content areas is included at the end of this chapter. This provides a summary of the specific requirements for the teaching portfolios in each content area (page 21).

Section C: The Process for the Evaluation of the Portfolio Assessment

The teaching portfolios submitted during a beginning teacher's second year of participation in BTAP are scored during the summer. Each portfolio is evaluated by at least two experienced educators with extensive teaching experience in the same disciplinary area as the beginning teacher. Each scorer has had at least 50 hours of comprehensive training in the scoring of portfolios and has met a proficiency standard prior to participating in formal scoring.

The Portfolio Evaluation Steps

1. **Collecting and recording evidence through note taking**

   At least two scorers, working independently, will review your portfolio for the purpose of recording evidence.

2. **Interpreting the evidence**

   Evidence is then organized around a series of **Guiding Questions** that are derived from the Indiana Standards for Teachers. The Guiding Questions are content specific and can be found in the handbook for your content area under the heading "Framework for the Evaluation…"

3. **Evaluating the quality of the teaching documented in the portfolio**

   Independently, each scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

4. **Reaching an agreement on the score**

   Once each scorer has reached a decision about the quality of the portfolio, then both scorers reconvene, review their individual evaluations, and reach agreement on a final portfolio score.

5. **Re-scoring of portfolios not meeting the acceptable performance standard**

   Any portfolio that does not meet the performance standard of "Acceptable" is re-scored by another portfolio scorer. If the second portfolio evaluation is again scored "Conditional", then a Lead Scorer will read the portfolio for score confirmation.

6. **Providing information about the portfolio**

An individual Portfolio Performance Profile that summarizes performance on the portfolio according to the scoring rubric will be sent to you in September. Only your portfolio results will be sent to your superintendent of schools in accordance with state regulations.

7. **Additional performance feedback**

Teachers whose portfolios do not meet the "Acceptable" standard are eligible for a personal conference with a portfolio scorer who will provide individualized feedback to the teacher about his/her portfolio evaluation.

Section D: Standards of Completion for the BTAP Teaching Portfolios

Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

- *Comprehensiveness:* All components of the teaching portfolio are present: lesson logs, videotape(s), student work, and commentaries (as outlined in portfolio handbook guidelines).

- *Adequacy:* The contents of the portfolio reflect that the beginning teacher has followed the portfolio handbook directions with regard to the period of time teaching is documented, the type of lesson and duration of lesson segments recorded on videotape, the nature and quantity of student work, and the content of the lesson commentaries (i.e., the teacher's narrative is consistent with the questions asked).

- *Timeliness of Submission:* The portfolio must be received by the specified deadline (on or before May 1). Exemptions to this deadline must be requested in writing to the Indiana Professional Standards Board (IPSB), and will only be granted upon a finding of good cause.

Consequences for Failure to Meet the Standards of Completion at End of Year Two

The beginning teacher will be required to participate for an additional year in the BTAP and re-submit a portfolio during year three. A copy of the letter informing the beginning teacher that he/she has not met the standards of completion will be sent to the superintendent and principal. The beginning teacher is responsible for any delays in licensing due to the submission of a late or incomplete portfolio.

Consequences for Failure to Meet the Standards of Completion at End of Year Three

The beginning teacher is considered to have not met the BTAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the IPSB to determine future eligibility for an Initial Practitioner License.

Section E: Standards of Performance for the BTAP Portfolio Assessment

Acceptable Standard of Performance

Level 4: demonstrates an **_advanced_** level of competence in meeting the standard
Level 3: demonstrates a **_proficient_** level of competence in meeting the standards
Level 2: demonstrates a **_competent_** level of competence in meeting the standards

Consequence: *eligibility for Proficient Practitioner License provided all other requirements are met*

Conditional Standard of Performance

Level 1: demonstrates a **_conditional_** level of competence in meeting the standards

Consequence in Year Two: *eligibility for a third year in the BTAP and resubmission of a teaching portfolio*

Consequence in Year Three: *ineligibility for the Proficient Practitioner License*

Unacceptable Standard of Performance

1) **Not able to be scored/incomplete**: deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner

   Consequence in Year Two: *eligibility for third year in the BTAP and resubmission of a teaching portfolio*

   Consequence in Year Three: *ineligibility for the Proficient Practitioner License.*

2) **Score of "0": Violation of the Code:** evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 20-6.1-3-7

   Consequence in Year Two: *eligibility for a third year in the BTAP only if requested in*

   writing by the superintendent of schools

   Consequence in Year Three: *ineligibility for the Proficient Practitioner License*

Section F: Code of Professional Responsibility

All teachers licensed in the State of Indiana are held to the Indiana Code 20-6.1-3-7, which relates to evidence of conduct constituting any impropriety or offenses.   All teaching documented in the portfolio must reflect professional and ethical conduct. The Teaching Portfolio Authenticity Sign-Off form (See Appendix 5) must be included with all portfolios submitted for evaluation and must be signed by both the beginning teacher and the principal. Any detection of a breach of ethical conduct, such as plagiarism (i.e., the taking of whole parts of portfolio exemplars) or forgery (i.e., principal's signature) will be reported to the district's employing superintendent and **may result in revocation of licensure**.

Section G: Important Notice about Third Year Participation

Beginning teachers who do not meet the portfolio standard during the second year of teaching, or do not submit a portfolio in year-two, have the opportunity to submit a portfolio during their third year of participation in the BTAP. Portfolios of third year teachers are due **February 1 of the third year**, with the final score report submitted to the beginning teacher and district by April 1. A beginning teacher who does not submit a portfolio or does not meet the acceptable performance standard by the end of the third year, is not eligible for a re-issuance of the Initial Practitioner License. In such cases, the candidate must contact the Indiana Professional Standards Board regarding the requirements necessary for regaining licensure in the future.

Section H: Change in Teaching Assignment from Year One to Year Two

BTAP is designed as a two-year assessment program with a third year available if necessary to complete requirements. Because a change in teaching assignment **(which impacts the BTAP portfolio participation area)** between year one and two may impact a teacher's opportunity to complete these requirements within this timeframe, a beginning teacher may elect to extend this timeframe by **"rolling back"** his/her **"participation year."**

The following are <u>examples</u> of changes that **may** qualify for this extension:

- from science in year one to mathematics in year two
- from English/language arts in year one to social studies in year two

The following are <u>examples</u> of changes **that do not qualify** for this extension because they do not impact the BTAP portfolio participation area:

- from chemistry in year one to biology in year two
- from history in year one to geography in year two

In such cases, where this change in participation year is granted, a teacher who is actually in the second year of registration in BTAP, will be considered "year one" in his or her new portfolio participation area.

Applications for this request will be included along with all year two BTAP registration confirmation letters.

Section I: Documentation of Special Circumstances

Individuals who have a break in employment or take a leave of absence due to illness, maternity, or other extenuating circumstances, or request the postponement of their portfolio due to such extenuating circumstances, will not be penalized for the leave or decision to postpone completion.

 A beginning teacher may request additional time to submit an assessment portfolio, by submitting a request for extension of time in a format approved by IPSB. A request for extension of time must be received by IPSB at least 30 days before the deadline to submit the assessment portfolio, and a copy of this request must be transmitted simultaneously to the beginning teacher's principal and superintendent.

The request for extension of time must identify the following three things:

- the extraordinary circumstances that prevent timely completion of the portfolio
- appropriate documentation of the extraordinary circumstances, such as medical records or physician's statements in the case of medical situations, evidence such as death certificates or court records in the case of family situations, statements from the principal and the superintendent in the case of emergency employment reassignment, etc.
- a statement of what work is completed, what work remains to be completed, and why completion is impossible in the time remaining

An appropriate extension may be granted if warranted. (See Appendix 4 for appropriate form.)

Section J: Safety

It is the responsibility of the beginning teacher to be aware of the school, district, and state safety guidelines/regulations for his/her content. It is also the responsibility of the beginning teacher to follow these guidelines and regulations when designing instructions. When implementing instruction, the teacher should model safe practices as well as require students to follow them.

SAMPLE PORTFOLIO FRAMEWORK

Indiana Professional Standards Board BTAP Sample Portfolio Framework

	Sample Data Collection/Commentary	Sample Reflective Questions
INSTRUCTIONAL DESIGN	• Select and describe a class of students. • Document a unit of instruction. • Write a short commentary to establish the context for instruction.	• What do you want your students to know and be able to do? • Why is this important? • How/why is this unit connected to prior and future instruction?
INSTRUCTIONAL IMPLEMENTATION	• Select lessons and/or lab activities. • Videotape the lessons or labs. • Write a short commentary reflecting on the videos.	• How did the structure of the lesson create an environment for learning? • What evidence of student learning do you have? • What modifications did you make in your lesson? What would you do differently? Why?
ASSESSMENT OF LEARNING	• Collect samples of students' work. • Write a short commentary analyzing student achievement.	• What did you learn about the students' knowledge and skills from their performances? • What did the students' performances tell you about your teaching? • How will you modify your teaching?
ANALYSIS OF TEACHING AND LEARNING	• Analyze the effectiveness of your teaching based on the learning of your students. • Describe at least one aspect of your teaching that you would like to improve.	• What did you learn from this unit about your students as learners and about yourself as a teacher? • Overall, what changes would you make in your planning, instruction, and/or assessment the next time you teach this unit? Why?

22

APPENDICES

Appendix 1: Content-Specific Participation Areas of Licensure

Adaptive Physical Education
Business Education
Career/Technical Education: Specific Career Area

Communication Disorder

Computer Education
English as a New Language
English/Language Arts
Exceptional Needs: Mild Intervention, Intense Intervention, Visually Impaired, or Hearing Impaired

Fine Arts: Visual Arts, Vocal/ General Music, Instrumental and General Music, Theater Arts, Dance

Foreign Language: Specific Language

Generalist: Early Childhood (Preschool Generalist0

Generalist: Early Childhood and Middle Childhood (Elementary/Primary or Elementary/Intermediate)

Generalist: Early Adolescent: Language Arts, Mathematics, Science, and Social Studies

Gifted and Talented Education
Health/Physical Education

Journalism
Language Arts

Library/Media
Mathematics
Reading
Reading Specialist

Science: Life Sciences, Physical Sciences, Earth/Space Sciences, Physics, Chemistry
Social Studies :Economics, Geographical Perspectives, Government and Citizenship, Historical Perspectives, Psychology, Sociology

Technology Education

For additional information refer to the IPSB website: www.in.gov/psb/licensing

Approved Mentor Training Programs
March, 2003

Archdiocese of Indianapolis – Indianapolis, IN
  Contact Person: Barbara Shuey
  bshuey@archindy.org

Brownsburg Community School Corporation – Brownsburg, IN
  Contact Person: Vicky Flick
   vflick@brownsburg.k12.in.us

Center for Excellence in Leadership of Learning – Indianapolis, IN
  Contact Person: Duane B. Richards
  drichards@uindy.edu

Center for Teaching and Learning – Columbus, IN
  Contact Person: Janice Montgomery
  jmontgomery@educationcoalition.com

Concord/Goshen Community Schools – Elkhart, IN
  Contact Person: Dr. Rita Brodnax
  rbrodnax@concord.k12.in.us

Evansville-Vanderburgh – Evansville, IN
  Contact Person: Jean Baresic
   mjb0803em@evsc.k12.in.us

Carmel Clay Schools – Carmel, Indiana
  Contact Person: Dr. Steven Stephanoff
  sstephan@ccs.k12.in.us

Gary Community School Corporation – Gary, IN
  Contact Person: Geraldine Champion
  Geri22147@aol.com

Indiana District Lutheran Schools – Fort Wayne, IN
  Contact Person: Rev Eugene Brunow
   INGBrunow@aol.com

Indiana Essential Schools Network - IUPUI – Indianapolis, IN
  Contact Person: Jim Kilbane
  iesn@iupui.edu

Indianapolis Public Schools
> **Contact Person: Dr. Douglass Ann Kinkade**
> **kinkaded@mail.ips.k12.in.us**

Indiana State University – Terre Haute, IN
> **Contact Person: Dr. Robert Williams**
> **rwilliams@indstate.edu**

Indiana University – Bloomington, IN
> **Contact Person: Carol-Anne Hossler**
> **chossler@indiana.edu**

Indiana University Southeast – New Albany, IN
> **Contact Person: Carolyn Babione**
> **cbabione@ius.edu**

ITEAM – Indianapolis, IN; Fort Wayne, IN
> **Contact Person: Dr. Dan Clark**
> **dclark@ista-in.org**

IPFW – Fort Wayne, IN
> **Contact Person: Dr. Sue Mau**
> **maus@ipfw.edu**

Kokomo-Center Township Consolidated Schools- Kokomo, IN
> **Contact person: Kay Kinder**
> **kkinder@kokomo.k12.in.us**

MSD of Lawrence Township – Indianapolis, IN
> **Contact Person: Dr. Marcia Capuano**
> **mcapuano@msdlt.k12.in.us**

Marian College – Indianapolis, IN
> **Contact Person: Dr. Susan Blackwell**
> **blackwes@marian.edu**

Marion Community Schools, Marion, IN
> ## Contact Person: Nancy Balle
> **nballe@comteck.com**

Northwest Indiana Educational Service Center – Highland, IN
> **Contact Person: Jan Flores**
> **sherwood@nwiesc.k12.in.us**

Oakland City University - Oakland City, IN
        Contact Person: Dr. Patricia Swails
        pswails@oak.edu

Purdue University – Lafayette, IN
        Contact Person: Dr. Terry Wood
        twood@purdue.edu

Region 8 Education Service Center –Markle, IN
        Contact Person: Linda Michael
        lmichael@r8esc.k12.in.us

St. Mary's College – Notre Dame, IN
        Contact Person: Dr. Marie Doyle
        mdoyle@stmarys.edu

MSD Wayne Township – Indianapolis, IN
        Contact Person: Susan Brady
        sue.brady@wayne.k12.in.us

Wabash Valley Education Center – West Lafayette, IN
        Contact person: Larry Rausch
        lrausch@wvec.k12.in.us

*For programs approved afterJune 1, 2003, please refer to the web page (www.in.gov/psb) under Beginning Teachers or contact the IPSB at BTAP@psb.state.in.us.

Appendix 3: Educational Service Centers

Region 1
Southern Indiana Education Service Center
Jasper, IN 47547

Region 2
William E. Wilson Education Center
Charlestown, IN 47111

Region 3
West Central Education Center
Greencastle, IN 46135

Region 4
East Central Education Center
Connersville, IN 47331

Region 5
Wabash Valley Education Center
West Lafayette, IN 47906

Region 6
Northwest Indiana Education Center
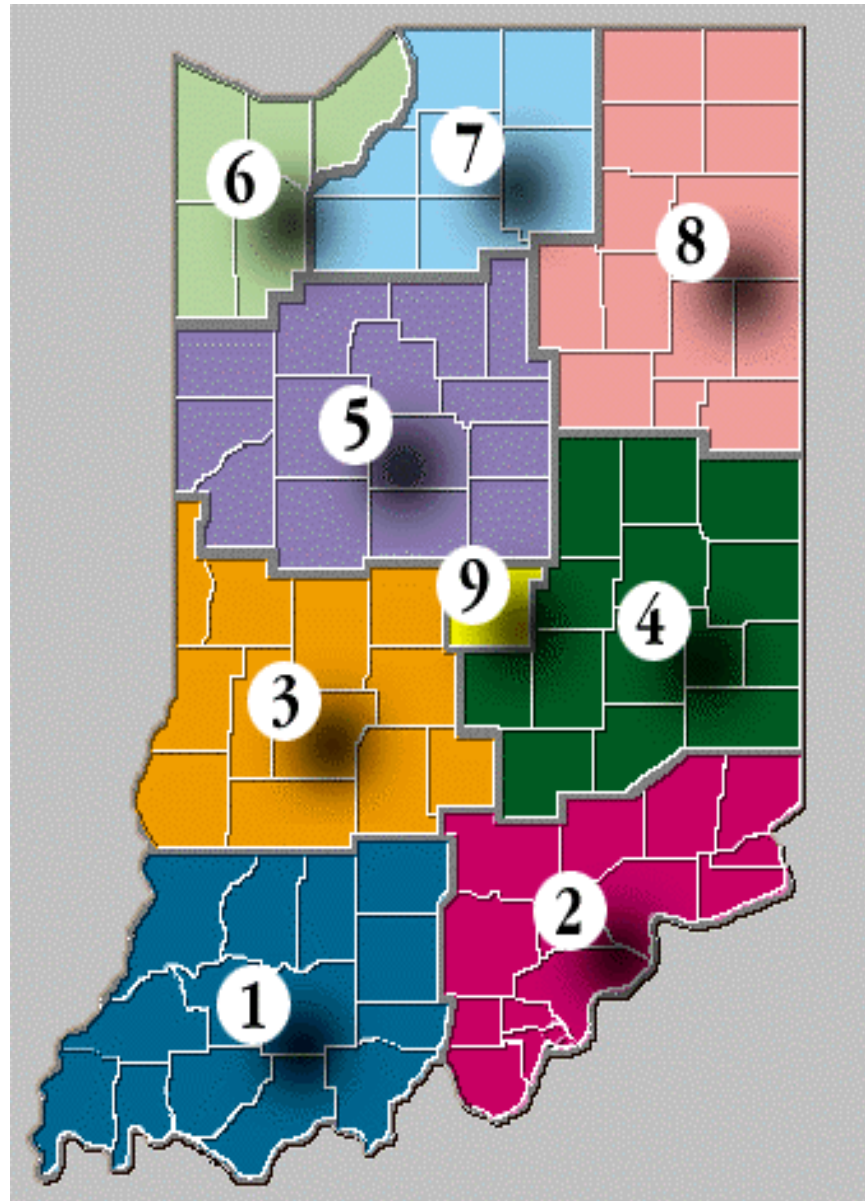Highland, IN 46322-1299

Region 7
Northern Indiana Education Center
Mishawaka, IN 46545

Region 8
Region 8 Education Service Center
Markle, IN 46770

Region 9
Central Indiana Education Service Center
Indianapolis, IN 46268

Indiana Professional Standards Board
Beginning Teacher Assessment Program (BTAP)

Documentation of Special Circumstances and Request for an Extension of Time for the Completion of BTAP

Name: _____

Social Security #: _____

District: _____ School: _____

Current BTAP registration year as noted on your BTAP registration confirmation letter (please check one):

_____ Year 1　　_____Year 2　　_____ Year 3

Reason for Request of Adjustment of Time for Completion of BTAP:
(Attach documentation of circumstances required by rule, see Section I: Documentation of Special Circumstances)

_____

_____

_____

_____

_____　　_____　　_____
 Name of Superintendent (Print)　　Signature of Superintendent　　Date

_____　　_____　　_____
 Name of Principal (Print)　　Signature of Principal　　Date

_____　　_____　　_____
 Name of Beginning Teacher (Print)　　Signature of Beginning Teacher　　Date

This request must be submitted at least 30 days before the portfolio due date of May 1. A statement of what work is completed, what work remains to be completed, and why completion is impossible in the time remaining must also accompany the request. **The Beginning Teacher Assessment Committee will review this request. If approved, your current program participation year will be maintained for the following school year. You will receive a written response to your request**. (**Note that incomplete requests will be returned.**)

Please return this form to: Indiana Professional Standards Board
Division of Assessment
101 W. Ohio Street, Suite 300
Indianapolis, Indiana 46204 –1953

28

Indiana Professional Standards Board
Beginning Teacher Assessment Program (BTAP)

DIRECTIONS: Please complete and place in your accordion folder when you submit your portfolio.

This teaching portfolio has been submitted as part of completing the Beginning Teacher Assessment Program and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that the ultimate responsibility for compiling the portfolio documentation (including writing the commentaries) lies with the beginning teacher. However, beginning teachers are *encouraged* to seek assistance, input, and feedback from the mentor, principal, or other colleagues in preparing for the portfolio assessment.

Attestation by the Beginning Teacher

- I have primary responsibility for teaching the students/classes profiled in this teaching portfolio.

- The videotape(s) submitted shows me teaching the students/classes profiled in this teaching portfolio.

- The student work included in the documentation is that of my students who are profiled in the unit documented in this teaching portfolio.

- I am the sole author of the teacher commentaries and other written responses to portfolio questions and forms in this portfolio.

- There is no plagiarized material in the portfolio.

_____   _____   _____
Teacher's Signature   Teacher's Name (printed)   Date

_____
Candidate ID#

Attestation by the Principal

      To the best of my knowledge, the statements above are accurate.

_____   _____   _____
Principal's Signature   Principal's Name (printed)   Date

Reflective writings and conversations with certified mentors/colleagues should accompany these activities.

YEAR ONE

August
- ❑ *Attend orientation sessions, meet assigned mentor/mentor team, and become familiar with the local assessment plan for beginning teacher support and professional development.*

September
- ❑ *Communicate with your District Facilitator to know local and state requirements of the BTAP in a timely manner.*

November
- ❑ *Examine the teaching standards and integrate them into your classroom practice.*
- ❑ *Connect Indiana's teaching and student standards in your lesson and unit designs.*

December
- ❑ *Describe the context (i.e., classroom environment, school culture, community setting) of your teaching.*
- ❑ *Describe the range of learners in your classroom.*
- ❑ *Design an inquiry-based lesson that shows how you adapt to the needs of your learners.*

January
- ❑ *Profile (i.e., learning styles, observations, interests, sample of work) a learner(s)in your classroom.*

February
- ❑ *Videotape a segment of a lesson where students are actively learning. Write a reflective commentary (i.e., changes you would make, number of students contributing, what worked and what didn't work) of how this experience helped you understand student engagement in learning.*

March
- ❑ *Review knowledge about performance-based assessments and instruments (i.e., rubrics, learning logs) for evaluating student learning.*
- ❑ *Describe roles (i.e., to guide learning, chart student progress, provide feedback to students and others, assess teaching effectiveness, to set expectations) of assessment as a learning experience*

April
- ❑ *Reflect on your own experiences throughout the year and develop a sequence of lessons that incorporates what you have learned about teaching and learning.*

YEAR TWO
as appropriate

October
- ❑ *Review the components of the portfolio assessment described in the handbook.*
- ❑ *Review the Framework for Evaluation (Guiding Questions) to understand the expectations for your performance!*
- ❑ *Complete the Portfolio Class Profile Form.*

November
- ❑ *Practice videotaping lessons with your students and reflect with a mentor/colleague, if possible, about student engagement, accessing all students, achievement of learning goals, student interaction, managements of resources, etc.*
- ❑ *Distribute the videotape notification forms to parents. (Secondary teachers may need to wait until 2nd semester.)*

December
- ❑ *Start thinking about the sequence of lessons that demonstrates the requirements in your portfolio, the class you will focus upon in your performance, the activities of work samples you will collect, and assessments of students learning.*
- ❑ *Revisit the Framework for Evaluation (Guiding Questions) to understand the expectations for your performance.*

January
- ❑ *Decide on a unit(s) of instruction, the class you will profile, select three to five possible students to highlight, and copy and distribute the videotape consent forms.*
- ❑ *Begin profiling the selected students as learners.*

February – March
- ❑ *Begin videotaping lessons, collecting student work, and writing reflective commentary as described in the handbook.*
- ❑ *Complete all requirements of your portfolio before Spring Break!*

April
- ❑ *Review your performance draft with a colleague.*
- ❑ *Complete a final check on all requirements of the portfolio.*

May
- ❑ *Submit the original and a copy (with original video and one copy of the video included) of your portfolio to the Indiana Professional Standards Board.*
- ❑ *Keep a full copy(including copy of the video) for yourself.*